

COST

Domain Committee "ISCH"

COST Action (IS0804)

Start Date (7/6/2009)

*Language Impairment in a Multilingual Society:
Linguistic Patterns and the Road to Assessment*

MONITORING PROGRESS REPORT

Reporting Period: from (8/6/2009)
to (30/4/2010)

This Report is presented to the relevant Domain Committee.
It contains three parts:

- I. Management Report** prepared by the COST Office/Grant Holder
- II. Scientific Report** prepared by the Chair of the Management Committee of the Action
- III. Previous versions of the Scientific Report;** i.e., part II of past reporting periods

The report is a "cumulative" report, i.e. it is updated annually and covers the entire period of the Action.

Confidentiality: the documents will be made available to the public via the COST Action web page except for chapter II.D. *Self evaluation.*

Executive summary (max.250 words):

COST Action IS0804 has progressed in its first year in accordance with its objectives as formulated in the MoU. Its initiation resulted in an intensive exchange of knowledge among Action members both in the MC & WG meeting and through the Action webpage which has been used for sharing and exchanging knowledge. Scientific breakthrough was already achieved thanks to the ability to share tools and knowledge at this stage. This is expected to ultimately lead to guidelines for best practice in designing and using such tools across the European community and beyond. The very exchange of tools has tangible medium term socio-economic impacts as it helps in reaching more migrant population and providing them with services which are based on state-of-the-art research and diagnostic tools in their mother-tongue. The Action has attracted 8 new COST countries, with 17 new MC members, as well as 4 non-COST countries. A considerable number of publications which are related to the Action, aimed at advancement and promotion of scientific knowledge in the field of Bilingual SLI, were published by Action members since the Action was approved. Early stage researchers (who are 61% of the Action members) were involved in these activities at all levels as well as through STSMs and workshops organized by Action members.

I. Management Report prepared by the COST Office/Grant Holder



I.A. COST Action Fact Sheet

- **COST Action IS0804- Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment**

- **Domain ISCH**

- **Action details:**

CSO Approval: (24/11/2008)

End date: (07/06/2013)

Entry into force: (20/01/2009)

Extension: (day/month/year)

- **Objectives** *The main objective of this Action is to profile bilingual Specific Language Impairment (SLI) by establishing a network to coordinate research on linguistic and cognitive abilities of bilingual children with SLI across different migrant communities.*

- **Parties:** *list of countries and date of acceptance*

Austria (date)	Greece (23/01/2009)	Poland (24/02/2009)
Belgium (date)	Hungary (10/09/2009)	Portugal (30/09/2009)
Bulgaria (date)	Iceland (23/03/2009)	Romania (13/05/2009)
Croatia (16/10/2009)	Ireland (25/11/2009)	Serbia (date)
Cyprus (10/08/2009)	Israel (20/01/2009)	Slovakia (25/11/2009)
Czech Rep. (date)	Italy (20/01/2009)	Slovenia (date)
Denmark (01/04/2009)	Latvia (date)	Spain (20/01/2009)
Estonia (date)	Lithuania (06/07/2009)	Sweden (22/04/2009)
Finland (11/06/2009)	Luxembourg (date)	Switzerland (date)
FYR of Macedonia (date)	Malta (date)	Turkey (13/05/2009)
France (23/01/2009)	Netherlands (03/03/2009)	United Kingdom (20/01/2009)
Germany (20/01/2009)	Norway (08/09/2009)	

- **Intentions to accept:**

Luxembourg (N/A)	Malta (N/A)	Serbia (N/A)
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- **Other participants:**

University of Minnesota	United States
Stellenbosch University	South Africa
University of Alberta	Canada
Saint Joseph University-Speech Therapy Institute (ISO)	Lebanon

- **Chair:** *Dr Sharon ARMON-LOTEM, Bar Ilan university, Ramat Gan 52900, Israel, Tel. +9725317159, armonls@mail.biu.ac.il*

- **DC Rapporteur:** *Prof. Alain PEYRAUBE, Ministere de la Recherche, Direction de la recherche, 1 rue Descartes, 75005 Paris, France Alain.Peyraube@ehess.fr*

- **Science Officer:** *Francesca BOSCOLO, fboscology@cost.esf.org*

- **Administrative Officer:** *Ms Felicitas AMBROSIUS, fambrosius@cost.esf.org*

- **Action Web site:** <http://www.bi-sli.org>

- **Grant Holder Representative** *Dr. Yisrael Peer, issar.Peer@mail.biu.ac.il*

• **Working Groups**

WG1 - Syntax and interfaces with morphology and semantics

Leaders:

Petra Schulz (DE), Goethe-University Frankfurt (Frankfurt, Germany)

Theo Marinis (UK), University of Reading

Members (MC +WG members by country):

Country	Name	Affiliation
CR	Jelena Kuvac	University of Zagreb
CR	Melita Kovacevic	University of Zagreb
CY	Kleanthes Grohmann	University of Cyprus
CY	Sviatlana Karpava	University of Cyprus
DE	Monika Rothweiler	University of Bremen
DE	Cornelia Hamann	University of Oldenburg
DE	Solveig Chilla	University of Erfurt
DE	Alexandra Ritter	Goethe-University Frankfurt
DE	Manuela Schoenenberger	University of Oldenburg
DK	Kristine Jensen de López	University of Aalborg
DK	Jorn Rye Hansen	University of Aalborg
ES	Anna Gavarrro	Universitat Autònoma de Barcelona
ES	Clara Andrés Roqueta	Universitat Jaume I
FI	Sari Kunnari	University of Oulu
FR	Philippe Prévost	University of Tours
FR	Laurie Tuller	Université François Rabelais, Tours
FR	Martin Haiden	Université François Rabelais de Tours
FR	Maureen Scheidnes	Université François Rabelais de Tours
GR	Ianthi Tsimpli	Aristotle University of Thessaloniki
GR	Spyridoula Varlokosta	University of Athens
GR	Michaela Nerantzini	University of Athens
GR	Despina Papadopoulou	Aristotle University
GR	Maria Mastropavlou	University of Ioannina
GR	Maria Martzoukou	Aristotle University
GR	Katerina Konstantzou	National and Kapodistrian University of Athens (Greece)
IC	Elin Thordardottir	ReykjavikurAkademian
IL	Na'ama Friedmann	Tel Aviv University
IL	Sharon Armon Lotem	Bar-Ilan University
IL	Efrat Harel	Bar-Ilan University
IL	Manar Haddad-Hanna	Tel Aviv University
IT	Andrea Junyent	University of Padua
IT	Maria Teresa Guasti	the University of Milano-Bicocca
LT	Laura Kamandulyte	Vytautas Magnus University
LT	Ineta Dabasinskiene	Vytautas Magnus University
NL	Jan de Jong	Amsterdam Center for Language and Communication

NL	Fred Weerman	Amsterdam Center for Language and Communication
NL	Elma Blom	University of Amsterdam
NL	Nada Vasic	University of Amsterdam
NO	Kirsten Bjerkan	Bredtvet Resource Centre
NO	Åse Kari Wagner	University of Stavanger
PL	Aneta Miekisz	Jagiellonian University
PL	Jakub Szewczyk	Jagiellonian University
RO	Dorin Popa	University „Al.I. Cuza” Iasi
RO	Alina Popa	Asociatia de Dezvoltare Intercomunitara EURONEST
TR	Seyhun TopbaŞ	Anadolu University, DILKOM
TR	Belma Haznedar	Bogazici University,
TR	Selcuk Guven	Anadolu University
TR	Ozlem Cangokce	Anadolu University
TR	Zeynep Erkemeksiz	Anadolu University
UK	Carolyn Letts	Newcastle University
UK	Vasiliki Chondrogianni	University of Reading
UK	Napoleon Katsos	University of Cambridge
UK	Harald Clahsen	University of Essex

WG2 - Narrative and discourse

Leaders:

Natalia Gagarina (DE),	ZAS
Joel Walters (IL),	Bar-ilan University

Members (MC +WG members by country):

Country	Name	Affiliation
CY	Eleni Theodorou	University Of Cyprus
DE	Solveig Chilla	University of Erfurt
DE	Dagmar Bittner	ZAS
DE	Nathalie Topaj	ZAS
DE	Leena Mäkinen	University of Oulu
DK	Tia Hansen	Aalborg University
DK	Radka Antalikova	Aalborg University
FI	Sari Kunnari	University of Oulu
FI	Taina Valimaa	University of Oulu
GR	Spyridoula Varlokosta	University of Athens
GR	Alexandra Economou	National University of Athens
IL	Carmit Altman	Bar Ilan University
IL	Aviva Soesman	Bar Ilan University
IT	Chiara Levorato	University of Padua,
IT	Elena Florit	University of Padua
LT	Ingrida Balčiūnienė	Vytautas Magnus University
MT	Helen Grech	University of Malta
PL	Ewa Haman	University of Warsaw

PL	Dorota Kiebzak-Mandera	Jagiellonian University
RO	Elena Abrudan	Babes-Bolyai University
SE	Natasha Ringblom	University of Stockholm
SK	Daniela Slancova	University of Presov
SK	Svetlana Kapalkova	Comenius University
SK	Stanislava Zajacova	University of Presov
SY	Kleanthes Grohmann	University of Cyprus
TR	Ilknur Mavis	Anadolu University
TR	Muge Tuncer	Anadolu University
TR	Didem Akyildiz	Anadolu University
UK	Kate Cain	Lancaster University

WG3 - Lexical and phonological processing

Leaders:

Ewa Haman (PL)	University of Warsaw,
Dolors Girbau (ES)	University Jaume I

Members (MC +WG members by country):

Country	Name	Affiliation
CY	Maria Kambanaros	European University Cyprus
CY	Kleanthes K. Grohmann	University of Cyprus
DE	Monika Rothweiler	University of Bremen
DE	Angela Grimm	Goethe-University Frankfurt
DE	Annegret Klassert	ZAS
DE	Tanja Rinker	University of Konstanz, Germany
DK	Tia Hansen	Aalborg University
ES	Maria Jesus Monforte Benajes	University Jaume I
ES	Antonia Cerro Collazos	University Jaume I
ES	Rosa Sos	University Jaume I
ES	Higini Sales Miralles	University Jaume I
FI	Sari Kunnari	University of Oulu
FI	Ekaterina Protassova	University of Helsinki
FR	Sandrine Ferré	UNIVERSITE DE TOURS
IC	Elin Thordardottir	ReykjavikurAkademian
IE	Dr. Ciara O'Toole	University College Cork,
IL	Sharon Armon Lotem	Bar-Ilan University
LT	Laura Kamandulyte	Vytautas Magnus University
MT	Daniela Gatt	UNIVERSITY OF MALTA
MT	Helen Grech	UNIVERSITY OF MALTA
NO	Kirsten Bjerkan	Bredtvet Resource Centre
NO	Åse Kari H. Wagner	University of Stavanger
PL	Zofia Wodniecka	Jagiellonian University
SE	Eva-Kristina Salameh	University Hospital MAS

SK	Daniela Slancova	University of Presov
SK	Svetlana Kapalkova	Comenius University
TR	Seyhun Topbas	Anadolu University
TR	Handan Kopkalli-Yavuz	Anadolu University
TR	Pınar Ege	Anadolu University
TR	Ozlem Unal	Anadolu University
UK	Theo Marinis	University of Reading
UK	Virginia Mueller Gathercole	Bangor University
UK	Nafsika Smith	University of Cambridge

WG4 - Executive functions

Leaders:

Anne Baker (NL) University of Amsterdam

Kristine de Lopez (DK) Aalborg University

Members (MC +WG members by country):

Country	Name	Affiliation
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CY	Maria Kambanaros	European University Cyprus
CY	Athina Skordi	University of Cyprus
DE	Cornelia Hamann	University of Oldenburg
DK	Ane Knüppel	
DK	Lone Sundahl Olsen	University of Aalborg
ES	Dolors Girbau	University Jaume I
ES	Laura Quintanilla	The Universidad Nacional de Educación a Distancia
FI	Ekaterina Protassova	University of Helsinki
FR	Philippe Prévost	University of Tours
FR	Rasha Zebib	University of Tours
GR	Stavros Mylonidis	
HU	Agnes Lukacs	Budapest University of Technology and Economics
HU	Bence Kas	Hungarian Academy of Sciences Research Institute for Linguistics
HU	Ferenc Kemeny	Budapest University of Technology and Economics
IC	Elin Thordardottir	ReykjavikurAkademian
IL	Peri Iluz Cohen	Bar Ilan Univeristy
LB	Camille Messarra	Saint Joseph University
LU	Pascale Engel	University of Luxembourg
MT	Daniele Gatt	University of Malta
NL	Jan de Jong	University of Amsterdam
NL	Aude Laloi	University of Amsterdam
PL	Zofia Wodniecka	Jagiellonian University
PL	Marta Białecka-Pikul	Jagiellonski University

PL	Aneta Miekisz	Jagiellonski University
PL	Anna Marzecová	Jagiellonian University
UK	Duygu Oezge	University of Reading


I.B. Management Committee member list

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Camille Messarra	LB	camille.messarra@usj.edu.lb



I.C. Overview activities and expenditure

Action IS0804 - budget 2010

Meetings

Meeting Type	Date	Place		Cost	Total
Kick-off Meeting	08-Jun-09	Brussels (BE)		19984.74	
Management Committee	16-Nov-09	Amsterdam (NL)		41327.61	
					61312.35

STSM

Beneficiary	Date	From	To	Cost	Total
Mr Pero Miskovic Larsen	15-Dec-09	Aalborg (DK)	Zagreb (HR)	733	
Dr Kleanthes Grohmann	14-Dec-09	Nicosia (CY)	Bellaterra (ES)	1188	
Ms Evangelia Leivada	14-Dec-09	Nicosia (CY)	Bellaterra (ES)	1237	
Ms Aneta Miekisz	09-May-10	Warsaw (PL)	Cambridge (UK)	2200	
Ms Maureen Scheidnes	05-May-10	Tours (FR)	Reading (UK)	1640	
Prof. Naama Friedmann	26-Mar-10	Tel Aviv (IL)	Siena (IT)	2047	
Ms Hadar Oz	21-Feb-10	Bar Ilan (IL)	ZAS (DE)	1499	
					10,544

General Support Grants

Title	Date			Cost	Total
General	08-Jun-09			2,000	
					2,000

73856.35

II. Scientific Report

II.A. Innovative networking

The Action started less than a year ago, thus it is hard to talk about innovative knowledge at this early stage. Our objectives for the first year were:

- to set up the WGs
- to use the first two meetings (one has already taken place, the other one is upcoming) for exchange of State of the Art knowledge about research by group members already underway and invite experts from related fields.

The first objective was achieved at the kick-off meeting. 4 WGs were established and their leaders were elected:

Working group	Topic	Leaders
WG 1	Syntax and interfaces with morphology and semantics	Theo Marinis (UK) Petra Schultz (DE)
WG 2	Narrative and discourse	Joel Walters (IL) Natalia Gagarina (DE)
WG 3	Lexical and phonological processing	Dolors Girbau (ES) Ewa Haman (PL)
WG 4	Executive functions	Anne Baker (NL) Kristine Jensen de Lopez (DK)

In order to achieve the second objective, the first MC and WGs meeting in Amsterdam was a broad-spectrum Workshop for all Action members. At this meeting, an invited speaker, Dr. Mariette Huizinga, from the University of Amsterdam, gave a plenary talk on "Profiling Executive Functions in normal and disordered groups", a domain which has been neglected so far for our target population and is the topic of WG 4. The rest of the meeting included 26 presentations by different MC (and some WG) members, which were divided by the topics of the different WGs. The sessions were organized by the WG leaders. Yet, since the aim of the first year is to create common ground for future research, all Action members attended the different presentations. Further activities included:

- A webpage has already been set up at www.bi-sli.org with information about both past and future activities as well as pages with information for parents and clinicians. This is an important step towards dissemination of the knowledge accumulated by the Action. The website also contains links to the individual websites of the members, thus providing a summary of BiSLI research so far.
- A practitioners event to raise awareness of BiSLI, will take place adjacent to our next meeting in May. Before the meeting there will be a meeting of a UK-based group which works on "Assessment of children from a bi-or multilingual context at risk for language impairment" (<http://www.ecls.ncl.ac.uk/ealwcis/>). Its participants are thus enabled to attend COST presentations and vice versa.
- STSMs were carried out to enhance between-lab collaborations and early stage researchers' training.
- Scientific breakthrough is already achieved thanks to the ability to share tools and knowledge at this stage, One example is using Russian diagnostic tools developed in one country for one bilingual population (whose home language is Russian) for testing bilingual children in a different country whose first language is also Russian and who were tested so far only in the host country's language. Another example is sharing of background questionnaires which are used for gathering information on the child abilities in the home language, which is already ongoing through the Action's webpage. This is expected to lead to guidelines for best practice in designing and using such tools across the European community and beyond.

- The exchange of knowledge and diagnostic tools in different languages so far already has tangible medium term socio-economic impacts. For example, the diagnostic tools in different languages already help in reaching more migrant populations and providing them with services which are based on state-of-the-art research and diagnostic tools in their mother-tongue (although there are no separate norms yet for this population). The side effect of this is an improved contact with the migrant population, which may feel abandoned and we may help them integrate this way.
- No new EC RTD Framework Programme proposals/projects have started yet
- xx new National Programme proposals/projects have immediate relevance for the COST Action aims (see list in Annex)

II.B. Inter-disciplinary networking

- It is not only exciting to work so closely with colleagues from different countries and linguistic backgrounds, but also instructive to be in a group that consists of three academic fields, whose share in the COST group is roughly equal in size: psychologists, Speech and Language therapists, and linguists, which can corroborate our multidisciplinary approach to the study of BiSLI. Commonly, each of the three disciplines operates separately. Therefore, in this first stage of the collaboration, an important aim is exchange of knowledge between disciplines and getting to know more about different approaches to the key issues that, after all, are considered from a different perspective within each discipline. E.g., for a psychologist to see the analytical approach that linguists take in their study of children's language productions. Of course, this wider perspective gives us better insights for other aspects of multilingualism and language impairments. One of those is the role of executive functions and the possibility that SLI might not be so specific to language after all. The collaboration of several disciplines further raises greater awareness of practitioners' needs - how to apply the fruits of theoretical investigations to everyday practice, and at the same time, gain knowledge of the real needs of children with language impairment. Moreover, the indirect work with social medicine (e.g., for pre-school tests in Germany) helps us recognize the special necessity of language support for children with low SES. Working with educational institutions already provides in some countries the knowledge about the development of valid tests.
- As seen in these examples, the level of inter-disciplinarity is sufficient to potentially provide scientific impacts.
- It is premature to evaluation of whether the level of inter-disciplinarity is sufficient to potentially provide socio-economic impacts, though we already see the beginning of reach-out research in more migrant communities.

II.C. New networking

- By the Kick-off meeting on June 8th, 2009 there were 28 MC members for 15 countries that accepted the MoU and one member of a country that showed intention to accept the MoU. Since the kick-off meeting 14 new MC members from 8 new countries joined the Action, 2 MC members from the initial group of 15 countries, and 2 from 2 more countries that showed intention to accept the MoU. All in all, 17 new members joined in since the kick-off meeting.
- 125 individual participants are currently involved in the Action: 47 MC members and 78 WG members and MC substitutes.
 - 80% of the Action members and of MC members are female, reflecting the nature of the field. Of the MC members 35 are female and 9 are male. Of the WG members and MC substitutes 63 are female and 15 are male. We are striving to recruit more male participants in order to achieve gender balance.

- 61% of the Action members are early stage researchers. 41% of MC members are early stage researchers and 78% of WG members and MC substitutes. are Early Stage Researchers
- Early Stage researchers are highly involved in the Action activities at all levels (as seen from their proportion among the Action's members). Five STSMs have already taken place and 2 more are planned for May 2010. Of the 5 STSMs already carried out 4 (80%) were by early stage researchers. The two planned STSMs are also by early stage researchers (see list in Annex). One of these STSMs already resulted in a manuscript of a paper (attached to this report). Another one was used for training an early stage researcher on development of background questionnaires for children with bilingual background. A full list of STSM topics is found in the Annex. Further activities to promote Early Stage researchers include:
 - A workshop was held by Action members Laurie Tuller, Philippe Prévost, Martin Haiden & Sandrine Ferré from the University of Tours in December 2009 on Eye-tracking and (A)typical Language Acquisition: Designing, Implementing and Interpreting, with the aim to bring together researchers using or hoping to use eye-tracking methodology to compare language acquisition in children acquiring language in atypical (ASD, SLI, L2, etc.) and typical contexts. Though it was not supported by the action, it gave early stage researchers from within the Action an opportunity to acquire new methodologies, potentially pertinent for bringing out possible differences between bilingual children with and without language impairment, one of the goals of this COST Action.
 - A further opportunity for Early Stage Researchers will be given by the LiMoBiS conference/graduate school organized by Kristine Jensen de Lopez and the Cognitive Psychology Unit (DK) in September 2010, in Aalborg, Denmark (<http://limobis.aau.dk/>). It includes a two-day course on SLI and BiSLI for PhD students and an event for national practitioners to raise awareness of the topic and the Action. Though it is not directly supported by the Action, it will give early stage researchers, as well as practitioners an opportunity to learn about bilingual SLI from experienced members of the Action, who are among the invited speakers in this event.
 - Members of the action report a raise in interest in the study of BiSLI by early stage researchers, following the growing interest in the Action. For example, Ekaterina Protassova (FI) reports that a speech therapist Aleksandr Ovchinnikov, from the Ingermanland Centre in Helsinki, Finland, who has already worked in Finland with bilingual children, will write his PhD thesis about bilingual development in SLI-children (he has already published in Russian about it). Viktorija Petrovskaja, University of Helsinki, will write her Master's thesis about bilingual language acquisition of pre-school children. Olga Nenonen, University of Helsinki, will write her PhD thesis close to the subject of the Action.
- Many researchers from outside of COST Countries show interest in joining the action. 4 non-COST countries have already joined the action, 2 more are awaiting the DC and CSO approvals after being approved by the MC members (see Annex for a list) Several other countries (e.g., Australia, Malaysia) showed interest but have not applied officially yet. Among these researchers are leading figures in the study of Bilingual SLI in the USA (Kathryn Kohnert, Adelaida Restrepo) and Canada (Johanne Paradis) and can share their invaluable experience, as well as researchers who work in their countries with languages which are the home languages of migrant children in Europe (**Camille MESSARRA**, Lebanon on Arabic, **Alexandr KORNOV**, Russia on Russian). More details are available in the annex.
- 54 publications which are related to the action aim at advancement and promotion of scientific knowledge in the field of Bilingual SLI where published by Action members since the Action was approved (see complete list in Annex). Some of these publications reflect previous collaborations of Action members, while other reflects individual initiatives.

Numerous papers were presented at conferences and other public events. It is hard to distinguish the publications which resulted directly from COST networking through the Action from those which reflect previous networking among Action members.

- Several activities and projects were performed and will be performed with COST network colleagues, beyond the grant proposals and the different activities for ESRs mentioned above. Such events are a good way to disseminate work related to our subject matter to various audiences. Among them are:
 - Action members presented collaborative work at the 3rd International Symposium on Communication Disorders in Multilingual Population, in Cyprus in November 2009, addressing a mixed audience of scientists and practitioners
 - Action members initiated and were part of a workshop which focused on "the impact of internal and external factors in child second language acquisition" at DGfS 10 at the Humboldt University in Berlin, February 23-26
 - Action members have been part of a symposium on "Assessment of Bilingual Children's Language: Issues and Approaches" within the 2010 International Conference on Infant Studies, Baltimore, March 13, 2010, organized by Virginia C. Mueller Gathercole from Bangor University.
 - Ekaterina Protassova (FI) plans to exchange participants with those from Cyprus, Israel and Germany, where most of the immigrant children are from the Russian-speaking homes.
- The capacity of the Action members to raise research funds is implicit in grant applications and grants already received (See Annex). Unfortunately, research in language impairments is not covered by the FP7 program, so we need to rely on other national and international resources.

II.D. Self evaluation

Indicate in no more than 1 page what, in the opinion of the MC, were the main successes, drawbacks (if any) and the key difficulties encountered (if any).

The main successes of the Action is its ability to bring together so many people from different fields and representing many languages, all working for one big goal, and still maintain a very high scientific level among the MCs and WG members of the action. The interaction with researchers from different countries who are involved or are going to be involved in studying language development in bilingual children with SLI makes it possible to establish future research links. Moreover, meeting researchers outside one's own discipline confronting the same research questions is very instructive. The very involvement of clinicians (who were not included in COST Action A33) in the Action can make local speech-language therapists more interested in the project. That is, the ability to bring together an multidisciplinary group and the fact that so many countries and WG members have joined makes for a success already.

Furthermore, the transparent and very democratic organization within the SG and the MC as well as the efficient organization of first MC & WG meeting in Amsterdam was viewed by MC members as a great success. The first meeting was excellent with beautiful presentations and very informative. There was a genuinely positive atmosphere of collaboration.

Finally, the quick set-up of the webpage and the implementation of the site with contents can be mentioned as an important achievement. After all, the site can now serve as a key tool for the group's collaboration.

The biggest drawback is obviously the extremely limited financial resources in IS0804. This lack of funding for the Action makes it necessary to shorten the meetings, and maybe even hold only one meeting a year rather than the two which were planned. The MC meeting thus far has resisted that idea, since it would diminish the synergy that the group is meant to create. It further makes it impossible to support Early Stage Researchers to attend the WGs meetings and puts the STSMs at risk. This is tragic, since the COST goals are very much focused on encouraging the involvement and training of young researchers.

The Action might, in the long run, acquire external funding possibilities, but for that, collaborations have to be initiated and corroborated, involving many parties – an effort, again, limited by the budget.

Another drawback of the limited funding has to do with the large interdisciplinary MC. It is difficult to discuss future plans at the MC level. Steering such a big group toward common, concrete goals is a very complex task, and the restricted budget makes it even more difficult since it is necessary to bring everyone together to one meeting in order to save money. COST wants us to be big and, but now that we are big, does not give us enough money to operate efficiently with such a big group.

Annex

1. List of new National Program proposals/projects which have immediate relevance for the COST Action aims

Sharon Armon-Lotem and Joel Walters (IL) submitted a proposal to the Israel Academy of Science for a project " Specific Language Impairment in Bilingual Children: A Longitudinal Study" (20,000 EUR a year for 4 years)

Helen Grech (MA) was awarded a FP7 Intra-European Fellowship (Host: University of Limerick);

Kleanthes Grohmann (CY) was awarded a grant as PI for the project "Generative Childhood-Holistic Investigations of Language Development (Gen-CHILD): Context Domain-Specific Socio-Syntax of First Language Acquisition in Cypriot Greek" by the University of Cyprus and starts 1 April 2010 (for two years, EUR 88,000). Maria Kambanaros (CY) serves on the Gen-CHILD Project as the external collaborator. Of the 5 content-related components, one focuses on multilingualism and one on impairments; these will be mostly dedicated to work on bilingual SLI.

Ewa Haman (PL) and Napoleon Katsos (UK) - British Academy (SG090676) 'Bilingual language development: a comparison of morphosyntactic and semantic-pragmatic competence' (Principal Investigator: Napoleon Katsos, Co-Investigator: Ewa Haman)

Cornelia Hamann and Monika Rothweiler (DE) submitted a proposal (for a piloting project) to the Nowetas-Stiftung (Nowetas-Foundation, Oldenburg, Bremen). Title of the project: Spracherwerbsstörung (Language Impairment). They applied for 18.000 Euros to pay student assistants and for travel costs and got the grant in February 2010.

Kristine Jensen de López (PI) & Tia B. Hansen (DK) submitted a proposal to the Danish Agency for Science Technology and Innovation March 1st titled ABiLIS: Assessment of bilingual language impairment in Society. This would constitute a 3-year collaborative project, for 1 million Euros (two PhD students, one post doc).

Ciara O'Toole (IR) was awarded a visiting Researcher Grant award to visit the ESRC Centre for Research on Bilingualism in Theory and Practice, Bangor, Wales (awarded December 2009).

Ciara O'Toole and Tina Hickey (IR) are preparing a grant application to Foras na Gaeilge (Irish Language Board) to continue developing a standardised assessment for Irish/bilingual language development

Ekaterina Protassova (FI) is running a project "F (Finnish) + R (Russian) = X : How effective is multilingual education?", supported by the Finnish Academy and by the Russian Humanitarian Scientific Foundation.

Daniela Slancova; (SL) is the chief researcher in the Linguo-cultural and translational center of excellence (2010-2012) at the Presov University in Presov, Slovak Republic, within which there are 5 activities; one of them concerns Child Language. Svetlana Kapalkova and Stanislava Zajacova are the researchers.

Laurie Tuller and colleagues (FR), are currently writing a proposal (due date May 10th) with the research group in Beirut, which is directly related to the action and fully integrated with it. It is a bilateral (France-Lebanon) research programme called "The Cedar Program". Its goal will be to contribute to diagnostics and treatment of SLI in multi-lingual contexts (Arabic-French-English, in Lebanon, and in France). The project's costs are 30 000€.

2. List of STSMs

Last Name	First Name	Title	Status	Affiliation	Host Institute	Dates
Miskovic Larsen	Pero	Mr	Master's student	University of Aalborg	U. of Zagreb	Dec 2009
Grohmann	Kleanthes	Dr.	Faculty	University of Cyprus	U.A. de Barcelona	Dec 2009
Leivada	Evangelia	Ms.	Master's student	University of Cyprus	U.A. de Barcelona	Dec 2009
Oz	Hadar	Ms.	SLT,	Bar Ilan University	ZAS, Berlin	Feb 2010
Freidmann	Naama	Prof.	Faculty	Tel Aviv U)	U. Siena	March 2010
Miekisz	Aneta	Ms.	PhD student	U. of Warsaw)	U. of Cambridge	May 2010
Scheidnes	Maureen	Ms.	PhD student	U. of Tours	U. of Reading	May 2010

STSM Topics:

Analysis and comparison of bilingual and monolingual language acquisition

Methodological and Theoretical Issues in (Impaired) Bilingual Syntax

Methodological and Theoretical Issues in (Impaired) Bilingual Syntax

Development of tool for diagnosing Hebrew-Russian bilinguals

Relative clauses and relativized minimality: what makes a difference?

Bilingual language development: a comparison of morphosyntactic and semantic-pragmatic competence

Development of on-line test of wh-questions for L2 learners

3. List of members from Non-Cost countries

Institution (country)	MC member	MC approval	DC and CSO approval
University of Minnesota (United States)	Kathryn KOHNERT	yes	yes
University of Alberta (Canada)	Johanne PARADIS	yes	yes
Saint Joseph University- Speech Therapy Institute (ISO) - (Lebanon)	Camille MESSARRA	yes	yes
Stellenbosch University (South Africa)	Frenette SOUTHWOOD	yes	yes
St.Petersburg State Pediatric Medical Academy (Russia)	Alexandr KORNOV	yes	pending
Arizona State University (United States)	Adelaida RESTREPO	yes	pending

Kathryn KOHNERT (US) is a leading figure in the study of executive functions in children

with SLI and of bilingual SLI in general and has been invited to give a talk as an expert in our next meeting in May. She is expected to contribute significantly to the work carried out by WG4.

Johanne PARADIS (CA) is a leading researcher in the study of grammatical aspects of bilingual SLI as well as in tools for evaluating children linguistic background. She has been invited to give a talk as an expert in our next meeting in May. She is expected to contribute to the work carried out by WG1 as well as to the joint work of the Action in setting up standards for background questionnaires.

Camille MESSARRA (LB) is based in Lebanon, where she is currently the head of the speech and language Therapy department in Saint Joseph University in Beirut, and is involved in setting up research teams in Beirut by getting them involved in this research networks. With Arabic being the home language of many minority children in Europe, her contribution to the Action ability to achieve its goal is indispensable. Moreover, being a member of the Action, she will be able to help disseminate the knowledge acquired by the Action beyond the European community. She has already attended the Amsterdam meeting.

Frenette SOUTHWOOD from South Africa is one of the few researchers who study SLI in her country. Her PhD thesis addressed the grammatical characteristics of SLI in Afrikaans. Operating in a bilingual situation with no tools available she will benefit greatly from the collaboration within the present network, while sharing with the Action member her experience in working with our target population.

Alexandr KORNOV is a leading Russian researcher in the study of language impairment in Russian. With Russian being the first language of many immigrant children in Europe, his knowledge in this domain is invaluable for the present project. He will contribute directly to WG2 and WG4.

Adelaida RESTREPO is a prominent researcher in the study of SLI in Spanish-English bilingual children in the USA, with a focus on developing best practices in the assessment and intervention of bilingual children. She is expected to contribute to the work carried out by the different WGs and the assessment committee.

4. List of Publications

1. Armon-Lotem S. & J. Walters (Forthcoming). An approach to differentiating bilingualism and language impairment. In J. Guendouzi, F. Loncke & M. Williams (eds.) *The Handbook of Psycholinguistic & Cognitive Processes: Perspectives in Communication Disorders*. London: Taylor & Francis
2. Armon-Lotem, S, Gordishevsky, G. & J. Walters (2010). Instructive bilingualism: Prepositions in the Hebrew of bilingual children with SLI. *GALA 2009 proceedings*, Cambridge Scholars Press, Cambridge.

3. Armon-Lotem, S. 2010. Instructive bilingualism: can bilingual children with SLI rely on one language in learning a second one? *Applied Psycholinguistics* 31:2, 29-36.
4. Armon-Lotem, S., Gagarina, N., Altman, C., Burstein-Feldman, Z., Gordishevsky, G., Gupol, O. & Walters, J. (2008). Language Acquisition as a Window to Social Integration among Russian Language Minority Children in Israel. *Israel Studies in Language and Society*, 1. 155-177.
5. Baker, A.E., J. de Jong, A. Orgassa, & F. Weerman (under review) The acquisition of subject-verb inflection in Turkish and Dutch in SLI: what is vulnerable? Under review by *Journal of Speech, Language and Hearing Research*.
6. Chiat, S. (2010) Mapping at the interface. *Applied Psycholinguistics*, 31:2, 261-270.
7. Chondrogianni, V. & Marinis, T. (in press). On-line Processing of Articles and Clitic Pronouns by Greek Children with SLI. *BUCLD34 Proceedings*.
8. Friedmann, N., & Costa, J. (2010). The child heard a coordinated sentence and wondered: On children's difficulty in understanding coordination and relative clauses with crossing dependencies. *Lingua*, 120(6), 1502-1515.
9. Friedmann, N., & Novogrodsky, R. (in press). Which questions are most difficult to understand? The comprehension of Wh questions in three subtypes of SLI. *Lingua*.
10. Friedmann, N., Aram, D., & Novogrodsky, R. (in press). Definitions as a window to the acquisition of relative clauses. *Applied Psycholinguistics*.
11. Friedmann, N., Belletti, A., & Rizzi, L. (2009). Relativized relatives: Types of intervention in the acquisition of A-bar dependencies. *Lingua*, 119, 67-88.
12. Friedmann, N., Reznick, J., Dolinski-Nuger, D., & Soboleva, K. (2010). Comprehension and production of movement-derived sentences by Russian speakers with agrammatic aphasia. *Journal of Neurolinguistics*, 23, 44-65.
13. Gagarina, N., Klassert, A. & Topaj, N. (2009). Rol' inputa v ontogeneze: monojazyčnyj i dvujazyčnyj konteksty usvoenija russkogo jazyka [Die Rolle des Inputs im mono- und bilingualen Spracherwerb des Russischen]. In N. V. Astachova (Ed.), *Proceedings 'Aktual'nye problemy rečevogo i lingvističeskogo razvitija detej doškol'nogo i mladšego škol'nogo vozrasta'* (pp. 155-158). Orjol: Kartuš.
14. Gagarina, N., Klassert, A. & Topaj, N. (2009). Syntax-morphology interface in the narratives: Monolingual and bilingual acquisition of Russian. In M. D. Voeikova et al. (Eds.), *ILS RAN, proceedings of the Interational Conference dedicated to the 100th anniversary of Prof. Vladimir Admoni* (pp. 77-78). Sankt-Peterburg: Nestor-Istorija.
15. Gathercole, Virginia C. Mueller (2010) Interface or face to face? The profiles and contours of bilinguals and specific language impairment. *Applied Psycholinguistics*, 31:2, 282-293.
16. Girbau, D. (2010). Psycholinguistic Abilities and Phonological Working Memory in Bilingual Children with Specific Language Impairment: A Cross-Cultural Study. In E. F. Caldwell (Ed.), *Bilinguals: Cognition, Education and Language Processing* (pp. 65-80). New York: Nova Science Publishers, Inc.
17. Haddad-Hanna, M., & Friedmann, N. (2009). The comprehension of syntactic structures by Palestinian Arabic-speaking individuals with hearing impairment. *Language and Brain*, 9, 79-104. (in Arabic)

18. Håkansson, G. (2010). Development or impairment? Commentary to Joanne Paradis. *Applied Psycholinguistics* 31:2. 293-297.
19. Harnett, S. & O'Toole, C. (2009). Speech and language therapists' training and confidence in serving bilingual clients. *Journal of Clinical Speech and Language Studies* 17, 57-73
20. Jong, J. de, N. Çavus, & A. Baker (2010). Language impairment in Turkish-Dutch bilingual children. In: Topbas, S. & Yavas, M. (eds.) *Communication Disorders in Turkish in mono-lingual and multilingual settings*. Bristol: Multilingual Matters.
21. Jong, J. de (2010) Notes on the nature of bilingual specific language impairment. *Applied Psycholinguistics*, 31:2, 273-277
22. Kambanaros, Maria & Kleanthes K. Grohmann (Forthcoming). Patterns of Object and Action Naming in Cypriot Greek Children with SLI and WFDs. In: Katie Franich, Lauren Keil, Kate Iserman & Jane Chandlee (ed.), *Proceedings of the 34th Boston University Child Language Development — Supplement*.
23. Kambanaros, Maria & Kleanthes K. Grohmann (To appear). Patterns of Naming Objects and Actions in Cypriot Greek Children with SLI and WFDs. In Anastasios Tsangalides (ed.), *Selected Papers from the 19th International Symposium on Theoretical and Applied Linguistics — Thessaloniki, 4–6 May 2007*. Thessaloniki: Monochromia.
24. Kemény F. & Lukács Á. (2010) Impaired procedural learning in language impairment: results from probabilistic categorization. *Journal of Clinical and Experimental Neuropsychology*. 32:3, 249–258.
25. Klassert, A. & Gagarina, N. (2009). Sprachstandstest bei bilingualen Kindern: 'Sprachstand Russisch'. *Patholink*, 14. 7-9.
26. Klassert, A. & Gagarina, N. (in press). Der Einfluss des elterlichen Inputs auf die Sprachentwicklung bilingualer Kinder: Evidenz aus russsprachigen Migrantenfamilien in Berlin. *Diskurs Kindheits- und Jugendforschung*.
27. Klassert, A., Gagarina N. & Kauschke C. (2009). Lexikalische Fähigkeiten bilingualer Kinder. In: J. Heide, S. Hanne, O.-C. Brandt, T. Fritzsche & M. Wahl (Eds.), *Spektrum Patholinguistik (Band 2) - Schwerpunktthema: Ein Kopf - Zwei Sprachen: Mehrsprachigkeit in Forschung und Therapie* (pp.113-120). Potsdam: Universitätsverlag.
28. Lukács, Ágnes, Leonard, Laurence B., Kas, B. (2009) The Use of Noun Morphology by Children with Language Impairment: The Case of Hungarian. *International Journal of Language & Communication Disorders*, 1–26.
29. Lukács, Ágnes, Leonard, Laurence B., Kas, B. and Csaba Pléh (2009) The Use of Tense and Agreement by Hungarian-Speaking Children with Language Impairment. *Journal of Speech, Language and Hearing Research*.52/1, 1-20.
30. Marinis, T. & Chondrogianni, V. (2010). Production of tense marking in successive bilingual children: when do they converge with their monolingual peers? *International Journal of Speech-Language Pathology* 12, 19-28.
31. Marinis, T. & Chondrogianni, V. (in press). Comprehension of reflexives and pronouns in sequential bilingual children: do they pattern similarly to L1 children, L2 adults, or children with Specific Language Impairment? *Journal of Neurolinguistics*.
32. Marinis, T. & Ozge, D (in press). Measuring the language abilities of Turkish-English bilingual children using TELD-3-T. In: Topbas, S. & Yavas, M. (Eds.). *Communication Disorders in Turkish in monolingual and multilingual settings Multilingual Matters*.

33. Marinis, T. (in press). On the nature and cause of Specific Language Impairment: a view from sentence processing and infant research. *Lingua*.
34. Marinis, T. (in press). On-line sentence processing methods in typical and atypical populations. In: Unsworth, S. & Blom, E. (eds.). *Experimental Methods in Language Acquisition Research*. John Benjamins [Language Learning and Language Teaching].
35. Nave, M., Szterman, R., & Friedmann, N. (2009). Comprehension and production of Wh questions by Hebrew-speaking children with hearing impairment: another evidence for the difficulty in syntactic movement. *Language and Brain*, 9, 1-29. (in Hebrew)
36. Novogrodsky, R., & Friedmann, N. (2010). Not all dependencies are impaired in Syntactic-SLI: Binding in children with a deficit in Wh-movement. In J. Chandlee K. Franich, K. Iserman, & L. Keil (Eds.), *The 34th Boston University Conference on Language Development (BUCLD) proceedings*, Cascadilla Press.
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38. Ovchinnikov Aleksandr, Protassova Ekaterina (2010). Rechevoe razvitie v uslovijah dvujazychija. In: *Izuchenie i prepodavanie ruskogo jazyka v Finljandii*. Eds. A. Mustajoki, E. Protassova, M. Kopotev, A. Nikunlassi, T. Huttunen. St Petersburg: Zlatoust. Pp. 435-450.
39. Ovchinnikov Aleksandr, Protassova Ekaterina (2010). Rechevye praktiki dvujazychnyh semej. In: *Jazyki i kul'tury rebenka*. Eds. E. Protassova, N. Rodina. Moscow: NII doskol'nogo obrazovanija im. A.V. Zaporozhca, Pp. 60-63.
40. Ozge, D. & Marinis, T. & Zeyrek, D. (2009). Comprehension of Subject and Object Relative Clauses in Monolingual Turkish Children. In: *Proceedings of the 14th International Conference on Turkish Linguistics*. Harrassowitz.
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43. Paradis, J. (in press). Bilingual children's acquisition of English verb morphology: Effects of language dominance, structure difficulty, and task type. *Language Learning*.
44. Ruzaitė, J., and I. Dabašinskienė. (in press) 'Specific language impairment and diagnosis: adaptation of a diagnostic test for Lithuanian' // *Darbai ir Dienos*. – Kaunas: Vytauto Didžiojo universitetas.
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47. Shetreet, E., Friedmann, N., & Hadar, U. (in press). The neural correlates of linguistic distinctions: Unaccusative and unergative verbs. *Journal of Cognitive Neuroscience*, 22(10).
48. Shetreet, E., Friedmann, N., & Hadar, U. (in press). The representation of optional complements: The theoretical contribution of fMRI. *Human Brain Mapping*.

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50. Topaj, N. (2009a). Definiteness and case as primary factors in detecting topical referents in narratives of Russian-German bilingual children. In T. A. Krugljakova & S. N. Ceitlin (Eds.), *Problemy ontolingvistiki - 2009. Materialy meždunarodnoj konferencii* (pp. 343-346). Sankt-Peterburg: Slatoust.
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52. Topaj, N. (2010). Topical referential expressions in narratives of Russian-German bilingual children. In M. Chini (ed.) *Topic, struttura dell'informazione e acquisizione linguistica / Topic, information structure and language acquisition, Materiali Linguistici*, pp. 59-72. Mailand: FrancoAngeli.
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